PSYC 2319.001: Social Psychology
Stephen F. Austin State University
Department of Psychology
Summer 2024
Dr. Lora L. Jacobi

Course Format: Online hybrid format; the course is predominantly delivered in an online format (through modules in D2L); More than 90% of the course is delivered asynchronously with occasional Zoom sessions throughout the semester.

Live Zoom Meetings: Weekly; Time to be determined by student survey.

Office/Office hours: M & W 4 – 6 pm; Th 4-5 pm; Online and virtual meetings through multimedia by appointment (e.g., live chats, Zoom, or phone).

Phone: (936) 468-1407 (office number)

Email for Dr. Jacobi: jacobil@d2l.sfasu.edu (preferred) or jacobil@sfasu.edu


*The book is required by all students. Any form of the book is acceptable (an e-book rental was ordered as it was most cost-effective)


E-book cost: $10.99/month for a 4-month term, pay monthly or pay $43.96 (a one-time payment may be required for the summer session)

Course Description: Study of how thoughts, feelings, and behaviors of individuals relate to and are influenced by the presence of others. Topics include conformity, aggression, interpersonal attraction, close relationships, social cognition, attitudes, stereotypes, prejudice, and group and intergroup behaviors.

Prerequisite: Sophomore standing or above and PSY 2301

Course Credit: “Social Psychology” (3 credits) is designed to introduce students to the study of social interactions and social processes; the nature and characteristics of social groupings; types of social groupings; social change and stability; and development and change of attitudes. This course will also have practical applications as found in current research on group influences and reactions in experimental and naturalistic settings. Note that as a summer course where the course is delivered over a month (about 4 ½ weeks), that the amount of time typically dedicated to this course will be four times that of a fall or spring course. During a typical 16-week semester, a 3-credit online course is expected to require 9 hours per week (in face-to-face courses, 1/3 of the time is in class and 2/3rds of the time is outside of class; in online courses, all time is spent outside of the traditional face-to-face environment). Online course sections contain extensive written content in the modules in D2L that includes the same information students in face-to-face lecture sections receive. As a 3-credit, 4 ½ week online course, students are expected to spend approximately 30-36 hours a week on this course. It is strongly suggested that you print the course schedule and have it readily available (provided on the last pages of the syllabus). Use the course schedule to guide your weekly readings and determine what materials to study each week. Follow the modules in D2L and the corresponding assignments (i.e., discussion posts, written assignments, exams).
**Program Learning Outcomes:** Students will be able to understand and apply psychological principles to personal, social, and organizational issues.

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<th>PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
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<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
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<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
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**Course Goals and Objectives:** Upon successful completion of this course each student should:

1. Have developed and be able to use the scientific perspective in dealing with the content of social psychology and group behaviors.
2. Understand social interactions at both a personal, group, and societal level.
3. Be knowledgeable about group behavior, conformity, attitude change, social influence, interpersonal attraction, aggression, and pro-social behaviors.
4. Utilize social psychological theories and related literature to predict group behaviors and critically analyze the role of the group in individuals’ behaviors.
5. Utilize critical thinking skills in an applied manner to predict and determine individual and group behavior.
6. Communicate information in an organized and effective manner.

**Procedures for Accomplishing These Objectives:** Students will find that class lectures and materials on D2L complement, clarify, and elaborate on the material presented in the texts. Participation in the course modules in D2L is essential to aid in the understanding of the material and the development of critical thinking and analytical skills required in a college-level course. Audiovisual learning aids will be used to facilitate learning. In addition to testing, this course has chapter quizzes, class discussions, and written assignments designed to allow students to integrate their understanding of the material and “test” individual and group behavior in a naturalistic environment. Students are expected to uphold the highest ethical behaviors in accordance with APA and university policy throughout this course.

Course Requirements: You must have access to the Internet, and be familiar with or learn to use Brightspace by D2L in order to take this course. For assistance, call D2L Brightspace support at 936-468-1919.

1. **Participation:** This course is online and will cover substantial amounts of information in each chapter. Consistently accessing and referring to D2L is extremely important to your understanding of the concepts and information in this course. It is recommended that you log onto the course at D2L regularly (daily is ideal) and consistently for a comparable amount of time that you would spend in class and studying for the course if it were in a face-to-face format. Important announcements will be posted on the news/home page for the course in D2L. Additionally, I will send out emails through D2L, Zoom links, and other important information. All quizzes, exams, discussions, and drop-box assignments are on D2L.

2. **Attendance during Live sessions and Viewing Content:** Students are expected to participate in online Zoom sessions. Attendance will be recorded and monitored. Additionally, the amount of time spent on the online course materials in D2L will also be monitored. Students are expected to read all of the course
content pages and watch all posted videos in their entirety (these videos typically highlight the concepts being covered).

**NOTE: Simply opening and closing a video or file without reading or viewing the content in its entirety will detrimentally affect your performance.**

3. **Read the assigned chapters in the text along with reading the content of the modules.** Be prepared to participate in discussions, complete assigned homework and quizzes, and ask pertinent questions and/or make relevant observations. Students are expected to read the textbook as well as all assigned supplemental materials. Reading through the modules after completing the chapter readings will enhance your retention of important information. You will need the textbook to successfully complete this course. **Note: you are responsible for material from the text whether or not it is specifically covered in the module.** The online module cannot possibly cover all of the material covered in the text and is a summation of the material. Additionally, there is material in the modules not covered in the text as well (this information may be included on exams).

4. **Chapter Quizzes (15 points):** There are 13 closed-book quizzes at the end of each module. Quizzes are of varying length from between 20 to 25 items. More information will be posted on D2L regarding the timing of the quizzes; however, the length that they are open depends on the length of the quiz. Only take the quiz when you feel ready as they are timed. During the closed-book quiz, you cannot refer to your book or other resources. **IMPORTANT:** You may NOT work in conjunction with other students, communicate with other students during or after taking quizzes, or share information about the quiz with others. This behavior is collusion and is a direct violation of academic integrity. All forms of cheating and academic integrity issues will be reported to the Dean of Students. Students engaging in any form of cheating will receive a zero on the exam or assignment in question (and face additional consequences if a repeat offender). Make-up quizzes are not offered except in rare circumstances. **Please direct any questions about the course or course content to Dr. Jacobi or the graduate assistant.** You may study with other students before the opening of the exam or quiz. However, communication about a quiz or exam while other students are still taking the exam or quiz (and the exam/quiz is still open) is a violation of academic integrity. Simply put, do NOT discuss exam/quiz questions or content with other students or persons. These are independent assessments. The average of all quiz grades will count towards 15% of your final grade (the same as an exam).

**Note:** Occasionally there are unforeseen circumstances that result in a missed quiz. In order to accommodate such issues, as a courtesy, I will drop each student’s lowest quiz grade. This should help lower stress levels for students who have accidentally missed a quiz deadline due to life events. It is ideal to take all 13 quizzes; dropping the lowest quiz should lower the stress and anxiety of missing a quiz or having poor performance on a quiz.

5. **Closed-book Exam (4@15 =60 points)** There are four non-cumulative CLOSED BOOK exams in this course. Your exam performance will make up 60% of your final grade. Each exam is worth 15% of your final grade. You are expected to be prepared for these exams (do your readings in advance, complete the chapter modules, utilize any/all resources provided by the instructor, and STUDY). **You CANNOT “cram” for the exam and expect to do well.** Research has clearly and repeatedly demonstrated that spaced learning is far more effective than massed learning – spacing studying out in the days and weeks before the exam is more effective than cramming. Do not fall behind on readings and expect to catch up right before the exam. Ultimately, you are responsible for your success in this course. All exams are closed-book (exam 4 will be administered during the final examination period and is not cumulative and will only cover the last section of material covered). **During exams, there will be virtual proctoring and other monitoring methods to ensure students do not engage in academic dishonesty during the exam.** Do not cheat or try to cheat – you will be caught and it simply is not worth it. Academic dishonesty and cheating (in academics and in general) are not enviable or desirable characteristics; these behaviors reflect negatively on the individual(s) involved. When taking exams, all course-related information should not be accessible to remove any temptation. Remember, all persons who engage in academic dishonesty will be reported to the Dean and receive a zero on the assignment, which will remain in your permanent academic record.
**Honorlock** is proctoring software that will be used during exams. You will be required to use Honorlock during exams. Further information will be provided in a course announcement to ensure students can access Honorlock through D2L on their computers (which may require a Chrome extension). A practice access test will be set up during week 1 to ensure all students can access and use Honorlock. The only way to access the four exams will be through the Honorlock menu (which will appear on the menus in the course on D2L). Be sure to read all course announcements and emails for updates. Specific computer-related, technical questions related to difficulties accessing and opening exams in Honorlock should be directed to the D2L support desk during normal business hours: (936)468-1919.

**IMPORTANT POLICY on Make-up Exams**: Make-up exams will only be given in RARE CIRCUMSTANCES; when possible arrangements should be made in advance of the scheduled exam. Appropriate documentation must be presented to take a make-up exam, where appropriate documentation includes notification from the Dean of Students for a University-sanctioned event (I should be notified in advance of any planned event) and other forms of verifiable documentation. If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam. **If there is a true emergency and you are in danger of missing an exam, contact me ASAP and contact the Office of the Dean of Students via the faculty notification request form. Further information about unexpected absences and how to access and submit a faculty notification request form (with documentation) is provided at the following:**

https://www.sfasu.edu/sos/resources/notification-request

**Student Outreach and Support is located on the third floor of the Rusk Building [(936)468-4HUB (4482)]. I would recommend all students familiarize themselves with the website and services offered by the university.**

**Whatever the situation, if there is a problem of any sort, it is essential that you communicate with Dr. Jacobi immediately** (jacobil@sfasu.edu or jacobil@d2l.sfasu.edu).

**6. Drop-box Assignments in D2L (10 points)**: There are 2 papers of approximately 1000 words each. Each assignment is worth 5 points (5% of your final grade). Throughout the course, there are two assignments embedded in modules. These applied assignments require students to understand and apply the concepts from the module and chapter on the topic being covered (e.g., cognitive dissonance, groupthink). Each assignment may require students to read an instructor-supplied article, view a documentary, and complete the chapter reading and corresponding module. Both assignments will require students to view a documentary (in D2L) based on historical events that can better understood using social psychology. Students will be required to address specific questions supplied by the instructor. Students must use the social psychological theories/models and concepts from the readings to explain real-life events portrayed in a documentary. All required sources and videos are available in the modules and the required text (no additional outside sources should be used; note, that using an outside source without providing a citation is plagiarism). Specific instructions are given with each assignment. These exercises are much longer than typical discussions but are evaluated similarly. You can follow the instructions on how discussion posts are evaluated below (see the information about what to Do and Do NOT do when making posts in the section below). **Be sure to submit a double-spaced, Word document (.docx or .doc) to the drop-box before the due date posted.** No cover page should be included. Do NOT include unrelated information, as that does not earn points. At the bottom of the paper, include the word count for the answer content only. Double-space all submissions and do NOT include the directions from the assignment. Students are forbidden from using AI-assisted writing devices for any written assignment.

**7. Discussion Posts (in D2L) (15 points)**: There will be 6 discussion posts assigned throughout the semester in select Modules in D2L. Each discussion will be worth 2.5 points each. The directions for each discussion is embedded in the Module that contains the discussion topic. The discussion prompts are designed to facilitate student engagement with the course material. For each discussion, specific prompts will be provided that require students to demonstrate an understanding of the social psychological theories, models, and concepts presented in the corresponding D2L Module and text chapter. Students will need to apply these learned concepts and theories to understand real-world behaviors (students need to use the information in the course to answer the prompts (students should only refer to course materials). The discussion also allows students to read
the ideas and opinions of classmates as well as to promote course participation. Be sure to formulate your response using proper, grammatically correct English. For each discussion, 20% of the discussion grade is based on proper grammar, punctuation, and coherency. Minimum word lengths are provided to help ensure your completeness in answering the prompts. For some discussions, you may be required to watch a video (part of the assignment is ensuring that you watched the video in its entirety and that you have read the relevant information in the chapter and module for the discussion). Some discussions require replies – be sure to read the specific directions for each post.

**Discussion points based on the following (read these instructions to increase your grade.**

**Read the following Do and Don’t information (points deducted accordingly)**

**DO the following to maximize your discussion grade…**

1. Students should incorporate the appropriate social psychological concepts, theories, and models on the topic covered. Be sure to read the module and chapter before making your post.

2. Answer the prompts with relevant information and specific concepts from the chapter and module. Address each query using the social psychological concepts from the material covered.

3. Be sure to address all prompts. Present each prompt in a separate paragraph(s), as appropriate.

4. Paraphrase information gleaned from the text and module. Be sure to paraphrase information appropriately.

5. Use complete sentences with proper English grammar, punctuation, and fluency.

6. When responding to another student, be sure that you expound on some aspect of their post and add to the discussion.

7. Meet the minimum word count using only relevant information. Provide the word count on the bottom of your post. It is best to type it in Word and copy and paste it into the discussion. Use the spelling and grammar check and be sure to proofread your answers! Read what you wrote aloud – if it sounds odd, chances are you need to rephrase, have incorrect punctuation, or have other issues.

8. Use your own words. Students can use the aid of Grammarly.com (the free version that does no use AI) and the Writing Center in the AARC. The use of AI-assisted writing devices is prohibited.

**Points will be deducted for the following:**

**DO NOT…**

1. Discussion posts that offer vague or irrelevant information or unsubstantiated opinions.

2. Posts that are plagiarized or there is collusion with other students on your response.

3. Inflate the word count with unnecessary and irrelevant language and information (e.g., making repeated redundant statements, restating the questions).

4. Discussion posts that have undue and obvious grammatical and spelling errors.

5. Discussion reply post only restates what a classmate has already posted without adding the student’s unique interpretation or additional information. Avoid replies that basically only state, “I agree with you” or “Great post.”

6. Post discussions that do not use relevant course concepts and terms. Terms from other chapters are inappropriately applied. Unrelated concepts not mentioned in the book or module are included.

7. **DO NOT** use AI generated writing tools or incorporate information from the internet (all the information needed is in the module and chapter).

8. **Do NOT** look for the answers on the internet – the answers are generated by each student who should apply the information from the module and chapter to answer the query. Remember incorporating the
work of another is plagiarism. Presenting information from an outside source as your own is plagiarism and will be reported to the Dean of Students.

You will lose substantial points if the response is poorly written and contains substantial grammatical, punctuation, and other writing errors. If you have difficulty writing clearly, then use the available writing resources. See the websites provided below and use the writing center in the AARC. As a college-level course, your written communication skills are expected to be commensurate with your education. Students are also encouraged to use Grammarly.com.

[www.grammarly.com](http://www.grammarly.com) (this is free and is highly recommended to all students)

Note: it is not necessarily appropriate to disclose detailed personal matters in discussion posts. Discussion posts should be typed directly into the discussion forum. You are welcome to type out your initial response in Word and then cut and paste into the Discussion forum (that is up to you – I think that it can be very helpful for students to review their spelling and grammar prior to making their post). **Discussion Posts are worth 15% of the final grade** (same as an exam) and **dropbox assignments are 10% of your final grade**.

- **Helpful links for writing**: (in addition to Grammarly, there are other free cites that are helpful)
  - [https://owl.purdue.edu/owl/general_writing/grammar/index.html](https://owl.purdue.edu/owl/general_writing/grammar/index.html) (grammar)
  - [https://owl.purdue.edu/owl/general_writing/punctuation/index.html](https://owl.purdue.edu/owl/general_writing/punctuation/index.html) (punctuation)
  - [https://libguides.gvltec.edu/c.php?g=922017&p=6645193](https://libguides.gvltec.edu/c.php?g=922017&p=6645193) (APA writing- also covers basics of writing)
  - [https://apastyle.apa.org/](https://apastyle.apa.org/) (APA style)

**Other Important Course Information:**

- **There are no make-up assignments for deadlines that are missed**. Information will be posted in D2L (Brightspace) regarding the specific due dates for module activities. **All due dates for quizzes, exams, and Zoom meetings are posted in the course schedule (in the syllabus).** Deadlines and due dates for discussions and drop-box assignments are posted in the Module – you should access these assignments through the modules.

- **Click on the following link for tips on Netiquette** (appropriate e-mail and discussion boards’ etiquette): [https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001](https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001)

- **When sending me an email, please include your name and the course that you are currently enrolled, as I have multiple courses with a lot of students.**

- **Course behavior must not interfere with the instructor's ability to conduct the course or the ability of other students to learn from the instructional program** (refer to Student Conduct code, policy D-34.1). Though students have the opportunity to participate and engage in online discussions, it is not necessarily appropriate to discuss detailed personal matters. Also, you need to be respectful of others in all communications and discussion postings. Personal attacks on others will not be tolerated. Remember to treat others with kindness and respect.

- **Important note and caution**: This course may include videos, PowerPoint slides, scenarios, etc., with mature themes, and may contain discussions of sensitive content related to maladaptive behavior and mature themes as a result of social influence. **Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulty have the option of accessing services available via Counseling Services at (936) 468-2401, or other mental health services. More information can be found at: [http://www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)**

- **Important E-mail Information**: E-mail from your personal e-mail account that is sent to your professor’s sfasu.edu e-mail address is often directed to “Junk Mail” because it is not recognized by the server; thus, e-mails sent to my sfasu.edu address may not be received. Therefore, it is very important for students to **only** use the D2L address for email communication with Dr. Jacobi’s D2L email (jacobil@d2l.sfasu.edu) and use their jacks account for email communication with Dr. Jacobi’s SFA email address (jacobil@sfasu.edu).
Remember that D2L is an internal email that cannot be sent to outside email addresses. The fastest way to reach me is through D2L. If you are in your SFA Jacks email, you cannot send an email to D2L, you would have to send me the email to my SFA email address at jacobil@sfasu.edu. However, keep in mind that I will be spending more time in D2L than in my SFA email, so the fastest way to reach me will be through D2L email.

- For students who are having academic difficulty in this class or any other class, remember there are free tutoring and other services through the AARC. If you are not doing well, first evaluate what you are and are not doing in the course. Are you doing the reading? Are you reading the modules and watching the videos? Are you dedicating enough time to the course? Often low performance is associated with a lack of time spent on the course. Difficulties can be remedied if identified early. In any course, you cannot procrastinate and succeed. You must stay on top of deadlines and keep up with the pace of the course.

- Again, to reiterate, students should check Brightspace by D2L frequently for important announcements, Zoom meeting dates and times, e-mails, assignments, discussion posts, quiz info, helpful links, etc. You are responsible for all information posted on Brightspace by D2L, and it is to your advantage to use it.

### Course Grading

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<tr>
<td><strong>Exams:</strong> (4 exams) 15% each Exams = 60%</td>
<td><strong>Exams = 15% each @ 4 Exams = 60%</strong></td>
</tr>
<tr>
<td><strong>Chapter Quizzes:</strong> The average score of all quizzes will be calculated (missed quizzes are zeros).</td>
<td><strong>Average Quizzes = 15%</strong></td>
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<td><strong>Discussion Posts:</strong> There are 6 discussion posts (some with required replies). Points earned out of the total possible points will be calculated as a percentage Deadlines for posts and responses are posted in the module and course calendar.</td>
<td><strong>Discussion Posts = 2.5 points each for a total of 15% of final grade</strong></td>
</tr>
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<td><strong>Drop Box Assignments:</strong> There are 2 papers of approximately 1000 words each. These applied assignments require students to apply the material from a specific topic and an instructor supplied article to explain real life events portrayed in a documentary. All sources are supplied in the modules and text (no outside sources should be used). Specific instructions are given with each assignment</td>
<td><strong>5 points each @ 2 = 10% of final grade</strong></td>
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<td><strong>Total Grade = 100%</strong></td>
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### Grading:

A = 89.5% and above, B = 79.5-89.4%, C = 69.5-79.4%, D= 59.5-69.4%, F= less than 59.5%

**Grade cutoffs are FIRM.** I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I strongly encourage all students to put forth full effort throughout the entire course so that they can earn the highest grade possible.

### COURSE RULES: Following these few rules will help to maximize the PSYC 2319 online experience for you and your classmates:

- Read the assigned material, and **turn in all required work on or before the day it is due. Allow ample time to avoid last-minute snags or complications.**
- **Print the course schedule below** (the whole syllabus is preferable).
- **Participate in the online content modules in D2L.**
- Treat everyone in the class with respect and courtesy.
• Students are expected to demonstrate professional behavior and to use mature and courteous language with the Professor and classmates that is appropriate for the university learning experience.

• Ask questions!

• Remember, I am dedicated to assisting you to ensure that this course is a meaningful learning experience and that you will be successful! Please don’t hesitate to contact me (jacobil@d2l.sfasu.edu) during virtual office hours or to make an appointment with me for a phone call or Zoom meeting if you have questions or concerns. **I am more than happy to be helpful in any possible way to help the learning process; however, ultimately, you as the student are responsible for your success in this course.**

• **Cheating and copying will not be tolerated in any form.** If you have copied from another student or another source, you will receive a grade of ‘0’ on that assignment or exam and your behavior will be reported to the Dean of Students and will be placed in your permanent academic record, which may have more severe consequences (e.g., expulsion of repeat offenders). Please see the information below and the university bulletin for additional information.

**University Policies:**

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework.
because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

- [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
- 936.468.7249
- dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

- [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
- 936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

- [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
- 936.468.4008
- thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

Acceptable Student Conduct

Online course behavior should not interfere with the instructor’s ability to conduct the course or with the ability of other students to learn from the instructional program (see the Student Conduct Code). Discourteous, hostile, or disparaging online remarks or behavior will not be tolerated. It is essential to listen to and consider others’ opinions and viewpoints in an unbiased manner even if you do not agree, and if you respond, to do so politely, explaining the rationale for your opinion. The expectation is that students will conduct themselves in a mature, civil manner, and will display respectfulness at all times toward classmates and the Professor.

Unacceptable or disruptive student behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and/or inappropriate in the classroom. Students who do not attend class regularly (or are not virtual present and engaging in the online course) or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

• When taking exams, you are prohibited from referring to course notes or any course material. Honorlock will be used to remotely proctor exams to ensure students do not cheat on exams. Students engaging in any form of cheating during an exam will receive a zero on the exam, will be reported to the dean, and potentially fail the course.

• The course schedule that follows is subject to change based on students’ level of comprehension, mastery of the material presented, and/or extraneous circumstances.

• Should you require any additional information, reference books, or simply in doubt, feel free to contact me by email. If your question concerns the material we are covering, please feel free to ask topic-related questions during Zoom sessions.

• NOTE: I recognize that sometimes there are exceptional circumstances that warrant consideration. If some extenuating circumstances affect your ability to pay attention or if some form of temporary modification is needed, please notify me before a deadline (or as soon as possible).
## COURSE SCHEDULE
### SOCIAL PSYCHOLOGY-PSYC 2319

*This schedule is tentative. The Professor reserves the right to change the course calendar based on students' level of comprehension, mastery of material presented, and/or other circumstances. All times are Central Standard Time. Note each week starts on Monday; however, exam dates, quiz dates, and assignment dates vary throughout the course. Four exams (consisting of 3-4 chapters each) will take place over roughly 7-8-day periods.*

<table>
<thead>
<tr>
<th>Week One Monday, June 3</th>
<th>Chapter by week: Readings: Chapters and Modules Discussions &amp; Drop Box Assignments</th>
<th>Quizzes, &amp; Exams</th>
</tr>
</thead>
</table>
| Week One Monday, June 3 | Getting Started: (June 3)  
1. Read “Getting Started Module” content, notably Syllabus and Course Calendar  
2. Print Course Schedule provided!  
3. Complete the Getting Started Module | • Complete Quiz #1: Chapter 1 due by Thursday, June 6th |
| Week One Monday, June 3 | Read Chapter 1: What is Social Psychology  
• Read D2L Module 1 content and view all videos.  
**Discussion #1: Introductions & Group Influence (in Module 1) due June 5 (with 1 or more reply posts required) due June 6** |  |
| Week One Monday, June 3 | Read Ch. 2 – Research Methods in Social Psychology  
• Read D2L Module 2 content and view all videos. | • Complete Quiz #2: Chapter 2 due by Friday, June 7th |
| Week One Monday, June 3 | Read Ch. 3 – Social Cognition  
• Read D2L Module 3 content and view all videos. | • Complete Quiz #3: Chapter 3 due Sunday, June 9th |
| Week One Monday, June 3 | Read Ch. 4 – Social Perception  
• Read D2L Module 4 content and view all videos.  
**Discussion on Social Perception (in Module 4) Initial post due June 9 Reply post required -due by June 10th** | • Complete Quiz #4: Chapter 4 due, Sunday, June 9th |
| Week Two June 10 | EXAM ONE – Tuesday, June 11 | Chapters 1, 2, 3, and 4 |
| Week Two June 10 | Read Chapter 5 – The Self  
• Read D2L Module 5 content and view all videos. | • Complete Quiz #5 over Ch.5 due by Friday, June 14 |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>June 17</th>
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<tbody>
<tr>
<td>Read Chap 6 – Cognitive Dissonance</td>
<td>• Complete Quiz #6 over Ch. 6 due by Saturday, June 15</td>
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<tr>
<td>• Read D2L Module 6 content and view all videos.</td>
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<tr>
<td>Drop Box Assignment: Jim Jones, Cults, and Cognitive Dissonance with Documentary (in Module 6) -Due Sunday, June 16</td>
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<tr>
<td>Read Ch. 7 – Attitudes and Attitude Change</td>
<td>• Complete Quiz #7 over Chapter 7 due by Monday, June 17</td>
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<tr>
<td>• Read D2L Module 7 content and view all videos.</td>
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<td>Discussion on Persuasion (in Module 7) Due by Tuesday, June 18th</td>
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<tr>
<th>Week 3</th>
<th>June 24</th>
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</thead>
<tbody>
<tr>
<td>EXAM TWO- Wednesday, June 19</td>
<td>Chapters 5, 6, and 7</td>
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<tr>
<td>Read Ch. 8 – Conformity and Obedience</td>
<td>• Complete Quiz #8 over Ch. 8 due Saturday, June 22</td>
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<tr>
<td>• Read D2L Module 8 content and view all videos.</td>
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<tr>
<td>Discussion on Obedience to Authority (in Module 8) due Saturday, June 22</td>
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<tr>
<td>Read Ch. 9 – Group Processes</td>
<td>• Complete Quiz #9 over Ch. 9 due Sunday, June 23</td>
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<tr>
<td>• Read D2L Module 9 content and view all videos.</td>
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<tr>
<td>Dropbox assignment: Groupthink paper on Documentary and assigned article (in Module 9) due Monday, June 24</td>
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<tr>
<td>Read Ch. 10 – Attraction and Relationships</td>
<td>• Complete Quiz #10 over Ch. 10 due by Tuesday, June 25</td>
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<td>• Read D2L Module 10 content and view all videos.</td>
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<tr>
<td>EXAM THREE- Wednesday, June 26</td>
<td>Chapters 8, 9, &amp; 10</td>
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<tr>
<td>Read Ch. 11 – Prosocial Behavior</td>
<td>• Complete Quiz #11 over Ch. 11 due by Saturday, June 29</td>
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<tr>
<td>• Read D2L Module 11 content and view all videos.</td>
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<tr>
<td>Discussion Bystander Effect (in Module 11) due Saturday, June 30</td>
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<tr>
<td>Read Ch. 12 – Aggression</td>
<td>• Complete Quiz #12 over Ch. 12 due by July 1st</td>
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<tr>
<td>• Read D2L Module 12 content and view all videos.</td>
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<tr>
<td>Read Ch. 13– Prejudice</td>
<td>• Complete Quiz #13 over Ch. 13 by July 3rd</td>
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**Finals Week**
*May 6 - 10*

- Read D2L Module 13 content and view all videos.
  - Discussion on Prejudice in Module 13 due July 3rd

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<tr>
<th><strong>Finals Week</strong></th>
<th><strong>EXAM FOUR, Friday, July 5 during Finals</strong></th>
<th><strong>Chapters 11, 12, 13</strong></th>
</tr>
</thead>
</table>

**NOTE:** There are 6 discussion post assignments (2.5 points each) and two drop-box assignments (5 points each) that are posted in D2L – the due dates are in the postings within the Modules. Be sure to read the Modules and complete all discussion posts by the time allotted; some discussions require an initial post and response posts and some just require an initial post – be sure to read the directions carefully!